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ABSTRACT

Learning activities are presented to promote awareness of hearing impairments and to help children understand and accept people with disabilities. Through games, stories, information, and personal dialogue, students learn about hearing loss and communication methods as well as the broader issue of differences and the experience of being disabled. Some of the learning activities can be used in studies of language, math, science, art, social studies, and religious education. For each instructional unit, the learning objective is identified, along with materials needed and instructional strategies. Topics of the units include: people's similarities and differences, ideas and feelings about disabilities, how the ear works, types of hearing loss, how children with normal hearing learn to talk and ways that hearing-impaired children are taught to speak, lipreading and sign language, hearing aids, and practical problems encountered by people who are deaf. Appendices list 13 books for children about hearing impairment, 4 books on sign language, 6 resource organizations on deafness, a diagram of the human ear, the American manual alphabet, 12 lipreading sentences, a diagram of a hearing aid, and 4 scenarios involving interaction with a person with a hearing impairment. (SW)

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ED 384 160

DEAF AWARENESS

A program to increase student awareness of what it is like to have a hearing impairment.

By Tania Lambert

EC303992

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INTRODUCTION

As more children with special needs are being mainstreamed, we need to become more knowledgeable and tolerant of those with limitations and differences. Most students do not fully understand the nature of the problems of those who may act, look or behave differently, and make assumptions merely from what they see. Children are not always exposed to those with special needs in a variety of situations and have many unanswered questions.

Due to a lack of understanding, ignorance and misconceptions, our pupils may not always act appropriately and may make things more difficult for their special needs classmate. Some make fun of them, creating an inhibiting, fearful and negative atmosphere. In fact, many people with special needs feel that it is the public's attitude that is more disabling than the disability itself, which in turn makes it more difficult for those with disabilities to adjust. This in turn effects special needs individuals as they feel that people are not open with them nor behave naturally and that subsequently they cannot participate fully in various social or academic activities because of this prevailing attitude. Not only do we have to become better informed; but also, if we are going to have more special needs children integrated in the classroom, we have to be prepared and willing to work together in more effective and facilitative ways. Exposure to those who are disabled and gaining insight to the nature of their disabilities and awareness of their needs as early as possible are essential pre-requisites for future dialogue. It is vital to experience disabilities through awareness programs.

The goals of this Deaf Awareness Program are to evoke feelings and interest to persons who are deaf and allay any fears or curiosity children might have, by creating an atmosphere where ideas can be explored and expressed through games, stories, information, and personal dialogue. This heightens students awareness to sounds in their own lives and helps them realize the significance of a hearing loss and its potential problems. Some of the activities lend themselves well to language, math, science, art, social studies and religious education. The intention of this exposure to enhance greater understanding and promote tolerance of people with disabilities.

The material is presented in the following format:

Objectives:

Materials:

Strategy:

All the activities are in a sequential order. Teachers should attempt to use them in the most appropriate order. Information is presented first for introductory activities, then simulation experiences and finally problem-solving exercises. The activities are designed to be participatory and engaging. Where possible written work and illustrations should be presented and placed in children's notebook devoted to this program or put on display in the classroom.

OPENING UNIT

Activity One:

Objective: To recognize ways that individuals are alike.

Materials: Paper, pens and pencils.

Strategy: Place the large sheets of paper around the room, each headed with the name of a different category to which the children may belong: oldest in the family, only child, large family, likes to play sports, likes to draw, has a pet, a member of a club, etc. Write about 12-15 classifications.

Then ask the children to write their names on the groups to which they belong. Collect the sheets and call out the names of the children who are on the list without telling what group it is. Ask those children to stand and guess which group they are in. Discuss how the children in the group are also different from one another in other ways. Repeat with the other lists.

Activity Two:

Objective: To recognize, discuss and become more comfortable with each other's differences and similarities.

Materials: Pens and pencils.

Strategy: Divide the class into pairs. Have each pair make a list of the ways in which they are like each other and another list of the ways they are different. Make sure the children do not only use physical characteristics, but other aspects

such as hobbies, sports, family, dislikes, likes, and skills. Each pair may then share that information with the rest of the class as appropriate. Allow time for discussion.

To Conclude: Ask the class if any of the similarities and differences they found surprised them. Tell them when we get to know people well, we often discover unexpected things we have in common.

Activity Three:

Objectives: To determine what information, misinformation, feelings and ideas children have about disabilities. To discuss disabilities, drawing on personal experience. To be aware of the children's level of knowledge of disabilities at the start of the program.

Materials: Sheets of paper, pens and pencils.

Strategy: Tell the children that we will be talking about disabilities and hearing impairment in particular and how we would like to discover what we all know about disabilities. Hand out the disabilities quiz sheet to the children with the following questions:

Is a person with a disability usually sick?
Can a person who is blind go to a shop?
If someone cannot talk do you think he/she is retarded?
Are people with disabilities born that way?
Do you feel sorry for someone who has a disability?
Are all deaf people alike?
Can a person in a wheelchair be a teacher?
Do all children have the right to go to your school?
Can blind people hear the same way as other people?
Are disabled people shown as being sad most of the time?

Discuss the above questions after each individual child has written what they think. Brainstorm about disabilities. Here are some suggested questions to evoke responses:

What do you think a handicap is?
Name some disabilities or problems you know people have.

How do you think people without disabilities feel about people who have disabilities?
How do you think people with disabilities feel?
How do you think they feel about non-disabled people?
What do you think life is like for people with disabilities?

Teachers should tell the children that there are no right or wrong answers, this is just a chance to talk about ideas. Write down the answers the children give on large sheets of paper or on the blackboard. Don't rush into a discussion just yet; first get some information so you can receive all the key points and then work on them individually.

To Conclude: Tell the children that you appreciate the sharing of their ideas with the class and that all of us can learn if we are open about what we think or believe. Emphasize that the children will be given opportunities to talk about their ideas and feelings and they should come to the teacher if they want to understand something more or are in a difficult situation with the special needs child in the class. Mention that talking about disabilities is hard because we have been taught that it is not nice to stare, or ask questions about anyone who is different. But here in this class we are studying about disabilities and those having difficulties, so it's okay for them to ask any questions they may have regarding their feelings about disabilities or being different.

Activity Four:

Objectives: To explore common feelings about disabilities. To be able to talk about disabilities without guilt or embarrassment by relating to a book.

Materials: Go to the local library and ask for books with characters who have disabilities.

Strategy: Ask questions - How does the character feel? Look what he can do? Look how he manages? Look what he finds difficult but is able to do? What did you think of the story?

STATEMENT ON DISABILITIES ACTIVITIES: You need to emphasize that many children are mainstreamed and we are all discovering that people with disabilities

are capable of doing much more than we realize, and that they have the right to do things the rest of the population does, such as going to regular schools, using public facilities, getting jobs, and having homes and families. Tell the children that people with disabilities are not all living such separate lives now as they have done in the past and that is why it is important for all of us to know more about their problems and achievements and not put obstacles in their way.

SECTION ON DEAFNESS

Introduction: From the disabilities unit or through topic work, introduce the sense of hearing. Explain to the children that for a period of time the teacher will be talking about deafness. The children will have the opportunity to experience for themselves what it is like to have a hearing loss. They will learn about the difficulties that deafness brings, and how people who are deaf deal with these difficulties. It is important to introduce this area to the children by first enabling them to understand the role of hearing.

Start by talking about hearing. Hearing is one of our five senses. Ask the children to name the other four senses (seeing, tasting, smelling, touching). Hearing is often called the "watchdog" of our senses. Go on to explain that hearing is perhaps the most important of our five senses because more than any other of our senses alone it gives us more information about what is happening around us.

(1) Explain to the children that their hearing is always "on duty" 24 hours a day alerting them to what is going on in their environment, even when asleep

(2) One's hearing is not limited like vision. One can hear in the dark, you can hear what is happening behind you, around a corner, over a hill, etc.

(3) Explain to the children how hearing is a sense on which our system of communication is based.

Our hearing is an enormous help in learning speech and language. Ask the children: Who can tell me what communication is? (After a few answers sum up how communication is an exchange of information, ideas or feelings). There are two parts to communication - LISTENING and SPEAKING. Tell the children that we need our hearing for both aspects of communication. When something

interferes with our hearing, it interferes with our ability to communicate. Deaf people have difficulties. e.g. inability to use the telephone, difficulty in following some conversations, participating in group discussions, hearing fire alarms etc. Give some examples of possible difficult situations. Ask the children to think of other difficulties deaf people might encounter. However, explain that deaf people try to compensate and do overcome many difficulties in one way or another.

Deafness is sometimes called the `hidden handicap,' because deaf people look just like hearing people. Explain how they can get around without help, but sometimes there is a barrier between them and hearing people because they cannot always communicate easily.

As we go through the program, the children must be encouraged to think of all the ways one uses one's hearing, and try to think of what life would be like if they could not hear.

Activity One:

Objectives: To describe the ear and how it functions, using simple biological terms. Explain its roles as a hearing system and an organ of balance.

Materials: `How Your Body Works,' by Hindely and Rawson (Usborne); model of the human ear; a large well illustrated poster of the human ear; materials to demonstrate the different ways sound is made and felt, e.g. cardboard tubes, cardboard funnel, tube covered at one end to act as a stimulated eardrum, balloons, musical percussion instruments - cymbals, drums, tambourines.

1) WHAT IS SOUND?

Strategy: Ask the children: What is sound? Sound is vibration. Vibrations travel in waves. We cannot see the waves that sound makes in the air. Example: Take a balloon and blow it up. Ask individual children to place their hands around the balloon. Then take a cardboard tube and place it on top of the balloon. Someone can talk into the tube and the children may then feel the sound waves vibrating through their hands. This demonstrates how sound waves travel. Explain that what makes one sound different from another is how fast the waves or vibrations are occurring. If a sound is vibrating very fast, it makes a high pitched sound. Ask if they can think of a high pitched sound? (e.g. violin) If a sound is vibrating slowly,

it makes a low pitched sound (e.g. drum). Ask the children for more examples.

Extension: Do further activities related to sound.

Examples:

(1) Go on a listening walk; think of the different sounds heard. Classify the sounds: transport sounds, nature sounds, warning sounds, and danger sounds. Children can be asked to think of words to describe the various sounds they hear in their surroundings and write poems; e.g. loud, soft, piercing, silent, noisy, shrill, etc.

(2) Discuss how animals have differently shaped ears and locations on their head and how animals can hear different frequencies of sounds.

(3) Make a funnel and use it to listen to nearby sounds.

(4) Introduce music activities using various percussion instruments - give the students the opportunity to feel how sounds vibrate, e.g. drums, cymbals, tambourines.

2) HOW THE EAR WORKS:

Strategy: Show how the ear is divided into three parts:

(1) Outer ear
(2) Middle ear
(3) Inner ear

Give the children the opportunity to learn the parts of the ear and to label it. Ask them some questions about the structure of the ear to make sure they have consolidated the relevant information.

Activity Two:

Objective: To describe the two types of hearing loss which are caused by a problem located within the ear: (1) Conductive and (2) Sensori-neural hearing loss.

Materials: Model or poster of the ear.

Strategy: Discuss with the children the causes of hearing loss. Emphasize to the children that we use the term deaf or hearing impaired to describe someone who has a severe to profound hearing loss. The term hard of hearing is used for those individuals with a mild to moderate hearing loss.

You can acquire a tape for the children to hear simulating what it is like for deaf

people with different levels of hearing loss to hear and also allow them to listen through a hearing aid.

Activity Three:

Objectives: To explain how a hearing test is performed and the role of an audiologist.

Materials: Otoscope, audiometer and audiogram chart.

Strategy: Invite an audiologist to come to the class to talk about his responsibilities and demonstrate a hearing test with several children and let them experience a hearing test or take the children in groups to the audiologist's office. If an audiologist cannot come the teacher can explain a hearing test and/or read an appropriate book to describe this.

Activity Four:

Objectives: To learn about hearing impairment. To become familiar with the speech and communication problems and the different communication strategies of people who are deaf. This will also prepare the children for a deaf speaker who might come to speak to them.

Materials: Choose a book with a character who is deaf. See book list.

Strategy: Before reading the story, ask the children in what ways a deaf person is different and the same as them. Ask if they know anyone who is deaf or if they have suffered a temporary loss of hearing, for example from an ear ache or cold. Tell all the children to shut their ears. While the children are doing this, talk loudly and then in a whisper. Then start reading the book slowly and clearly, stop as needed for comments and discussions. Raising questions about the character will help the children think about important issues regarding hearing impairments. Make a book display of relevant books you can get from the library for the children to read.

Extension: When pupils have more understanding on deafness they can write a story about a deaf person. Share the children's work and read some aloud. The children can make book collaboratively with illustrations.

Activity Five:

Objectives: To allow a person who is deaf/hearing impaired to share their experiences and feelings as a deaf person with the children. To introduce the term deafness and its meaning. To explain how a hearing aid works and to talk about the technology available to assist deaf people. To give the children an opportunity to get to know a person who is deaf/hearing impaired so they can move beyond his/her disability and get to know him/her as an individual. To create an atmosphere where children feel comfortable with a deaf person. To give the children the opportunity to have their questions about hearing deafness/hearing impairment answered by an expert. To let the children be exposed to different issues related to deafness.

This lesson may be used as a starting point for activities on deafness.

Topics covered by the speaker should include: how they became deaf, what kind of hearing loss, what did the family do when they discovered the hearing loss, education, difficulties and how he/she overcame them, communication, devices for the deaf and what he/she does as an occupation. One can have a deaf person who speaks or one who signs or both. If you have a person who signs or whose speech is difficult to understand, you might want to have an interpreter. If the speaker has an interpreter, explain to the children that he/she does not explain what the speaker says but merely translates it.

Materials: Availability of a flip chart or blackboard to write key words. Speaker may bring items he/she uses related to her deafness, e.g. hearing aids, devices.

Strategy: Before the speaker comes it is important to prepare the children for his/her arrival. When he/she comes the children should sit in a semicircle facing the speaker.

Extension: After the speaker leaves there should be some time for further discussion to answer the children's questions and to hear any of their remaining concerns.

Other Activities: Ask the children to try watching television with the sound turned off. The next day discuss how they felt.

COMMUNICATION

Introduction

Objective: To make children aware of the different ways deaf people communicate.

Materials: None necessary.

Strategy: Have the children sit down in their chairs or in a semicircle and listen to the teacher. Ask the ways deaf people can communicate. Emphasize that deaf people are still able to communicate with no hearing (speech, lipreading, gestures/facial expressions, sign language and finger spelling). Explore the following areas:

Speech Development

Objectives: To examine how children with normal hearing learn to talk. To learn about the ways hearing impaired children are taught to speak.

Strategy: Discussion with the children. Ask how they all learnt to speak? Illicit feedback from the children. Explain that we learn speech by hearing it over and over again and by imitating others from the time we are born. Ask them to imagine how deaf children learn to speak? After the children have given their ideas, explain that deaf children use two additional senses to help them learn to speak:

(a) vision: looking at the way people hold their lips, jaws and tongues when they speak and then copying (have children look in the mirror while talking);

(b) touch: feeling the vibrations that the sounds make and trying to make the same vibrations in their throats.

Deaf people need a lot of extra help so they have speech therapy. The speech therapist teaches them to use some of their other senses to learn to speak.

Exercise One: To enable the children to find out what vibrations are like.

(1) Each child should have a partner.

(2) One child should say a word and the other should put his/her fingers on the speaker's throat to feel the vibrations.

(3) Ask the children to see if they can feel the vibrations in the chest, top of the head, back of the neck, on the chest.

(4) Ask if a high sound makes a different vibration or feels different from a low sound.

Exercise Two: To enable the children to experience something of what it is like to

be a deaf person learning a new word.

(1) Tell them you will teach them a word, but you will not tell what the word is beforehand.
(2) Hum the sounds you would make if you were saying the word 'umbrella' without moving your jaws, lips and tongue. Ask them to copy you. If possible, have them touch your throat (or each other's) to feel the vibrations. Do this until you think they are imitating you pretty well.
(3) Now hum the word, clapping your hands at the same time to emphasize the syllables and have the children copy you.
(4) Mouth the word 'umbrella' without making any sound, and ask the class to imitate this.
(5) Finally ask the children if they can put the humming, mouthing and the stressing of the syllables together. Do they recognize the word?
(6) Let the children try this with each other using simple words, e.g. ship, chocolate, hello, sorry, goodbye, bathroom, etc.

To Conclude: The children should be aware that learning to speak is difficult, tiring and requires a great deal of help and practice. Being unable to hear speech can cut deaf people off from much information. Being unable to speak easily and clearly can make it difficult for them to talk to others and for hearing people to understand them. The less hearing a person has, the harder it is for him/her to learn to speak in a way that can be understood and that sounds natural. Learning to speak with limited hearing takes talent as well as skill.

Lipreading

Objectives: To demonstrate lipreading. To become familiar with ways of speaking that facilitate lipreading.

Materials: List of words and sentences to say.

Strategy: Begin by saying that deaf people cannot hear everything and often miss words. How do you think we could decipher/figure out things we miss? Likely answers include: guessing from visual clues, guessing from the context of the conversation, asking the speaker to repeat or rephrase, asking the speaker to write the words, repeating what you thought you heard for clarification from the speaker, lipreading.

Exercise One: Experimenting with lipreading. Explain that people who have hearing problems may use lipreading to help them understand speech. Let the children try the following:

(1) Mouth without speaking a simple direction such as, 'Raise one hand,' and tell the children to follow it if they can understand you.

(2) Mouth a question like, 'What is your name?' and let those who understood it answer.

(3) Ask the children things that they could do to make lipreading easier for a deaf person? Points to raise: Be sure to face the person. Speak slowly and clearly without shouting or exaggerating your lip movements. Use body language and facial expressions to supplement your communication. Keep your hands away from your face and mouth while speaking. Be sure the lights are shining on your face - not behind. Do not chew gum or have anything else in your mouth, e.g. pencil, cigarette, etc. when speaking.

(4) Let the children in pairs, groups or the whole class practice lipreading by mouthing a sentence without using their voices and by having the other children try to guess what the sentence is. Give children slips of paper with an example of a sentence on them.

Examples of sentences:

What day is it today?
How old are you?
How many brothers and sisters do you have?
My brother is twelve years old.
The post office is on the left.
We can play football after school.
Did you see the squirrel in that tree?
I will go to the library on Saturday.
I like to swim.
I cannot find my packed lunch.
I am hungry.
I love chocolate ice-cream. What flavour do you like?

These exercises provide opportunities for drama and role playing.

Discussion: Ask the children how experimenting with lipreading was like. Raise the following points: Lipreading is difficult. A long complicated sentence is more difficult to lipread than breaking the same information down into shorter sentences. Demonstrate this. Many words look alike when mouthed and people with hearing loss often have to guess from the rest of the sentence which word is meant. So one has to rely on the context of the sentence to fill in the missing information.

Many speech sounds are not visible on the lips, for example, p, b, and m look like each other and t, d, and n are similar. Therefore, all of the following words look alike on the lips:

bad, bat, ban
mad, mat, man
pad, pat, pan

People vary greatly in their ability to lipread. Some people can do it naturally, some cannot. Although with practice most people can become better, there are only a few good lipreaders.

Facial Expressions, Gestures and Miming

Objective: To recognize and practice non-verbal communication.

Materials: Mime cards.

Strategy: Begin by saying that we all use many ways to communicate - to get ideas across to each other - besides talking. Explain how some deaf people can use their hands and facial expressions to communicate as some deaf people cannot talk using their voice. Ask the children to:

(1) Mime one thing (shake your head, frown, smile, be angry, pat on someone's back). Ask the class what they mean when they do that.

(2) Ask the children to demonstrate other gestures.

(3) Ask the children to think of someone who uses gestures in his/her job and demonstrate this for others to guess (e.g. traffic officer, dancer, sports umpire, band leader/conductor).

4) Use the mime cards the teacher has prepared before the lesson. Two sets of cards listing feelings, activities and situations involving two people are used. A single child or a pair of children can act a card to the rest of the class, or to a small group. The audience can guess the meaning, e.g. I'm angry, I'm happy, I'm surprised. Examples for pairs: Going bowling, playing tennis, eating, going shopping, looking after a child, etc.

To Conclude: Share with the children that we are all able to some extent communicate with each other without words and it is a useful thing to assist us when communicating with a deaf person. Facial expressions convey important information to people about emotions.

Sign Language

Objective: To understand sign language and gain experience of signing.

Materials: Paper and pens, a few signed story books, e.g. Sesame Street Sign Language Book, Where is Spot by E. Hill, or a sign language alphabet poster and a sign language dictionary.

Strategy: Start by relating to the previous activity that one can use gestures to communicate but for deaf people who have limited speech, gestures are inadequate for communication. Fortunately, sign language and finger spelling were developed and these signs represent ideas like words do: (1) *sign language* is a system in which a hand gesture stands for a whole word; (2) *fingerspelling* is a system that has a hand position for each letter of the alphabet. Sign language is an unspoken language that uses hand gestures to communicate words or ideas. Learning sign language is like learning another language. Ask the children how many of them know sign language.

Exercises:

(1) Teach the children a few signs. Go around naming things in sign language, e.g. table, chair, book, teacher, colours. Give the children a copy of the finger spelling alphabet and get them to finger spell their names. Learn the alphabet. Then fingerspell letters and simple words. Maybe the children can try spelling full names and addresses.

(2) Have an experienced signer read a familiar book or song in sign language. i.e. Red Riding Hood or Where is Spot by Hill. The book should be seen by the children and the reader should stop at times to let the children make some of the signs. Point out that sign language is beautiful and efficient.

(3) Show a video of short stories with someone interpreting it in sign language in the corner of the picture.

(4) Hand out sign language sheets on various themes i.e. home, animals, numbers, family and sports. Practice making all signs with the children several times and then ask volunteers to sign a word and let the rest of the children guess what it is.

(5) More practice using sentences.

(6) Games using sign language cards ie. Snap/Old Maid. Children can make own card set with drawn pictures of signs.

Materials available from Gallaudet University Publications.

speak one at a time	all speak at once shout

Present children with flyers for them to keep in their notebooks.

Extensions:

(1) Have the children write strategies down in their notebooks

(2) Children can make art posters for the classroom stating one strategy. (see the Appendix for an example)

CONCLUDING POINTS ON THIS AREA OF COMMUNICATION:

Tell the children that there are many ways for deaf people to communicate. Deaf people use mainly speech, sign language or both with a main emphasis on one of these methods. Often when a person is deprived of one of his senses to a certain degree his other senses compensate/help him in most remarkable way.

TECHNICAL AIDS AND EQUIPMENT

Activity One:

Objective: To enable the children to understand what a HEARING AID does and how it works.

Materials: Models and pictures of hearing aids and batteries.

Strategy: Demonstrate the hearing aid. Explain that hearing aids are tiny amplifiers that make sounds louder. They help a person hear better, but they do not correct hearing like eyeglass correct a visual problem. They make sounds louder but this may create distortions.

There are three basic parts of a hearing aid. Show the parts:

(1) The microphone picks up sounds and turns them into electrical signals.
(2) The amplifier gives more energy to the electrical signal to make the sounds louder.
(3) The receiver and mold channels the sounds into the ear.

Tell the children that there are different kinds of aids:

(1) Body aids, which are worn on the body, usually on the chest, on a shirt or clipped to a jumper or pocket.
(2) Ear level aids which are worn behind the ear.
(3) In the ear aids which fit inside the ear.

All the above activities need to be done slowly with progression whilst increasing the children's sign language skills.
When the children feel they know enough signs they could attempt a role playing game and make a book using finger spelling signs.

Extensions:

(1) Take the children to a sign language play if showing locally.

(2) Talk about deaf culture.

To Conclude: Suggest that the children continue to learn sign language and teach themselves and their friends or members of their families. Ask them which is easier to use, finger spelling or signing? With fingerspelling every letter has to be spelled out individually. This can be very time consuming. But why do people need to know fingerspelling? (There are many words that do not have a sign and these words can be spelled out with fingerspelling). Tell them that many hearing children have learned to finger spell and use it with each other as a private code/language and can communicate with people who are deaf in this way.

Additional Activity:

Objectives: To enable children to think of ways they can make communication easier between themselves and a deaf person. To discuss their suggestions.

Materials: Pens, pencils, markers and papers.

Strategy: Start off by saying that 'you have learned a lot about many issues of deafness and since you will be in contact with deaf people, can you suggest ways in which you can help deaf people and ease communication and interaction with them?' On the blackboard or overhead projector make two columns.

Example:

DO	DO NOT
speak slowly and clearly	mumble or talk quickly
show your face	obscure face
keep face lighted	talk when face is unlit
talk in quiet areas	talk in noisy areas
keep still when talking	don't move back and forth and behind
use short sentences/be brief	exaggerate

In the old days hearing aids used to be as big as school bags! Thankfully due to advances in technology hearing aids are much smaller.

Show the battery case and explain that the hearing aid receives its power from the battery. There is also a volume dial on every hearing aid to make the sounds louder or softer. Show the earmold and explain that it is made from an impression of the person's ear so it will fit snugly. If the mold is loose it allows for feedback - explain how this can produce a whistling sound.

Hearing aids are expensive and very fragile. Tell them the average price. Allow the children ample opportunity to handle the hearing aid. The children will become aware that deaf people are not computerized human beings !!!

Although hearing aids are helpful, sometimes in certain situations they are annoying e.g. in noisy settings. All the background noise is amplified and it can be distracting for the wearer.

Activity Two:

Objective: To make the children aware of the practical problems deaf people encounter and how devices can help.

Materials: Hearing aids, a TDD (teletypewriter phone), a telephone amplifier, a wake up alarm clock, information about doorbell/alarm system, machines that vibrate as a signal for sounds.

Strategy: Start with: We are now aware that deaf people have problems with speech and language development. What other problems do deaf people have? Children can think and write ideas down on a piece of paper then have a class discussion. Likely answers include: Understanding radios, films, TV, etc.; hearing warning sounds (fire alarm, police car, ambulance, back up signal, etc.); hearing household sounds (alarm clock, telephone, doorbell, crying child, kettle boiling, etc.); and using the telephone.

In everyday life there are many occasions that our hearing is particularly important to us. Technology has provided devices and equipment to help with most problems.

Equipment for deaf people do one of two things:

(1) Make sounds louder so people with hearing problems can hear them better.

(2) Help people who cannot rely on their remaining hearing to use their other senses, e.g. touch or sight, to give them information that would usually come through hearing.

Ask the children how they wake up in the morning and then ask them how do they think deaf people wake up? Have the children think of ideas. Then explain that there is an alarm clock that vibrates when it goes off. Demonstrate this. There are also alarm clocks attached to beds and some alarm clocks turn lights on to signal that it is time to wake up.

Deaf people have special devices that flash lights in the house when meaningful sounds are made (fire alarm, doorbell, or phone ringing). There are special televisions that show subtitles of the spoken word on the television programs. The printed words of what is being said are shown at the bottom of the screen. However, not all programs are subtitled.

There are three ways a deaf person can use the phone:

1) There are special telephones with volume controls inside them. Some people who do not have a severe hearing loss can be helped by turning up the volume on the phone to make the other person's voice sound louder. This is an amplifier. But not all deaf people can hear with this adjustment. Some deaf people have less hearing than others.

2) There is a device called the "Telecommunication Device for the Deaf" (TDD) that enables anyone to communicate by telephone. The phone piece is placed on the machine and you type in the words and the message is sent to the other person who has this machine and this message comes out on his/her machine. However, this only works if the other person has a TDD.

3) There is also a relay service where a person with a TDD can "talk" to a person without a TDD by going through an operator. The relay number is listed in the first few pages of the phone book.

There are also listening devices to wear when you are in a lecture or when you are watching television.

Hearing dogs are used by a few deaf people to alert them to important

sounds, e.g. they jump at the owner when the alarm goes off in the morning or come to or lead the owner to the phone that has just rung.

Demonstrate devices if available and let the children look at them.

Extension: Demonstrate devices used in the old days by deaf people.

To Conclude: These aids and other adaptive equipment help people with hearing problems be as independent and lead as normal lives as possible despite their hearing impairment.

SITUATION CARDS

Objectives: To practice the communication methods learned in previous activities. To problem solve about real life situations.

Materials: Approximately six situation cards. For example, Jane who has a hearing problem has moved from a school for the deaf to a regular school. Jane has made friends with a girl Belinda who sits at a desk next to her. One day the teacher, Mr. Smith, gives the English class homework and he does not write the instructions on the blackboard. Jane cannot understand what has to be done and she feels frustrated. What can Jane, Belinda and Mr. Smith do in this situation? Develop other examples.

Strategy: Tell the children that they have learned a lot about hearing impairments and they can now practice using their knowledge by thinking up solutions to situations involving people with hearing problems. Have the children work in pairs or in groups of approximately four and give each group a card. Ask the children to come up with ideas and write them down. If time allows, have a whole class discussion. Choose a few situation cards to be used with the whole class and discuss the solutions with the other children and think of other alternatives.

Extension: The children can role play the scene to the whole class.

To Conclude: Tell the children that if they meet or become friends with a deaf person, they now have some skills in dealing with the many situations that may arise.

PROTECTING OUR HEARING

Objective: To stress the importance of protecting your ears

Strategy: Explain that sometimes people lose their hearing through no fault of their own. But at other times they lose it because of the things they have done that were unsafe or unwise; for example, listening to very loud music, using a lawn mower without ear plugs or pneumatic drills in road building, etc. Tell the children to make sure they are not careless with their ears since they are the only ones they'll ever have!

CONCLUDING ACTIVITY

Objective: To review the knowledge the students have gained from this deaf awareness unit

Strategy: Ask questions to evaluate what knowledge and concepts the children have acquired. For example:

> What is deafness?
> What do you think you learned while you were studying about deafness?
> Did you change any of your ideas, or get new ones, about people with deafness?

Conclude the unit by telling the children how they now have more understanding about deafness and how you hope they will be more comfortable with and helpful to people with a hearing impairment and other disabilities whom they meet in the future. Emphasize how every bit of help, having a tolerant and caring attitude makes a difference to someone who has any disability/difficulty. Remind them that we all have problems with something, and it is ok to be different. We must learn from our differences and see each other as caring people. No one is less than or more than anyone else. We must interact and improve our communications with each other. Generalize from being sensitive to the 'normal' differences between people eg. colour, gender, size etc. to being sensitive to disabilities. Everyone at sometime or another needs particular encouragement and wants to feel accepted and comfortable in a certain group.

CONCLUSION

"The Americans with Disabilities Act" has heightened our awareness to the fact that we must try to convey to the upcoming generation how disabilities/special needs are a part of life. We must face these special needs individuals and make them feel part of our world - not outsiders - but welcomed wholeheartedly. The activities described above can promote greater knowledge, acceptance and sensitivity to those with special needs. In doing so, we as teachers may be able to create a more caring, less prejudiced society and enrich the lives of many special needs children who need our help and deeper understanding. Not only will special needs children have the possibility to receive an inclusive education but at the same time their peers will have the opportunity to develop openness, acceptance and sensitivity to those who have difficulties and therefore become informed and confident members of society. By making the classroom accessible to children with special needs, teachers will be making the classroom a better place for all children.

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Address: 23 Brampton Grove, London, NW4 4AE, England.

BOOKS FOR CHILDREN ABOUT HEARING IMPAIRED CHILDREN

Althea (1981). Having a hearing test. Cambridge, U.K: Dinosaurs Publications.

Althea (1985). I can't hear like you. Cambridge, U.K: Dinosaurs Publications.
Tom attends a regular school and his interests are similar to those of his friends. Because he has a hearing impairment, Tom wears a hearing aid. Sometimes, the hearing aid is not always useful. Tom needs to have hearing people to understand his problem. (fiction).

Aseltine, L., Mueller, E & N. Tait. (1986). I'm deaf and it's O.K. Chicago, U.S.A.: Albert Whitman & Company.
A young boy acts out feelings of disappointment, unhappiness and anger caused by his deafness. He feels apprehensive at the prospect of wearing a hearing aid. A deaf teenager helps the boy to overcome his frustrations by convincing him that the future can be positive.(fiction).

Bloom, F. (1977). The boy who could'nt hear. London, U.K.: Bodley Head.
Two boys out fishing become angry when a deaf boy smashes his fishing net in the stream. The young boy's mother explains her son's deafness, his hearing aid and how to communicate with him to the two boys. The next day the three boys go fishing together.(fiction).

Golder, S & L. Memling. (1988). Buffy's orange leash. Washington, D.C., U.S.A: Gallaudet University Press.
Through a lively story and pictures, children learn how hearing-ear dogs are chosen and trained to alert deaf people to such sounds. Buffy alerts the Johnson family when the telephone and doorbell rings and when their son Billy is crying. (fiction).

Hodge, L. (1987). A season of change. Washington, D.C., U.S.A: Kendall Green Publications.
Thirteen year old Biney Richmond has a serious hearing loss. She feels that her parents don't trust her ability to make decisions for herself and that Gene, the brother of her best friend Pat, is making fun of her hearing loss. Biney learns that Gene wants to date her and his teasing only means he feels uncomfortable about asking her out. When Gene has an accident, Biney proves to everyone, including herself, that she is grown up and capable. (fiction).

Lamore, G.S, (1986). Now I understand. Washington, D.C., U.S.A. Gallaudet College Press.
Provides information on hearing and hearing loss for hearing pupils with mainstreamed hearing impaired classmates. Topics include: How we hear, causes of hearing loss, communication methods, ways of helping impaired members become participating members of a class. One chapter discusses a trip to the doctor and audiologist for a hearing test. This book is highly recommended.(non-fiction).

Levi, D. (1989). A very special friend. Washington, D.C., U.S.A: Gallaudet University Press.

A colourful storybook about Frannie who is six. She is sad because she has no friends. When Frannie meets Laura, who "talks" in sign language she becomes even sadder because she thinks she can't talk to Laura. Laura teaches Frannie sign language and by the end of the summer holidays the two girls have become best friends.(fiction).

Levine, E.S. (1974). Lisa and her soundless world. New York, U.S.A: Human Sciences Press.

The author explains deafness by introducing Lisa, an eight year old deaf girl. Deafness is described from the perspective and experiences of hearing children. Topics discussed are speech reading and its problems, speech training, hearing aid use and sign language. Emphasis is placed on deaf children without successful oral skills as being intelligent as deaf children with successful oral skills. (fiction).

Litchfield, A.B. (1976). A button in her ear. Chicago, U.S.A: Albert Whitman & Company.

Angela, who is hearing impaired, describes how she misinterprets what she hears until she gets a hearing aid. How Angela's loss was detected, her audiologic examination, the hearing aid fitting, and how her hearing aid helps her are discussed in the story. She explains that she misunderstands speech only once in a while. Angela plays baseball and has friends. (fiction).

Pace, B. (1987). Chris gets ear tubes. Washington, D.C., U.S.A: Gallaudet University Press.

Chris has chronic ear infections which is beginning to affect his hearing. He goes into the hospital for a minor operation; the doctor inserts tiny tubes to drain the fluid from his middle ear and to improve his hearing. A story of temporary hearing loss. (fiction).

Peterson, J.W. (1977). I have a sister-my sister is deaf. New York, U.S.A: Harper and Row Ltd.

This story talks about what it is like to have a sister who is deaf and provides information about how she communicates with her family and friends. The sisters are shown doing many things together. There is a good balance between what the girl who is deaf can do and cannot do. (fiction).

St. George, J. (1992). Dear Dr Bell...Your friend, Helen Keller. New York, U.S.A: G.P. Putnam's Sons.

This inspiring account of the friendship between Alexander Graham Bell and Helen Keller spans thirty-six years from her childhood until Bell's death. The lovely book is beautifully illustrated by photographs and describes the correspondence and support shared by two very extraordinary people.

Sign Language Books

Bahan, B & J. Dannis. (1990). Signs for me -basic sign vocubulary for children. Berkeley, CA., U.S.A: DawnSign Press.

Baker, P, J. (1986). My first book of sign. Washington, D.C., U.S.A: Gallaudet University Press.

Where is Spot (book in S.L) by Eric Hill.

Each page of the story features an illustrated sign language translation. Children will enjoy this story as they learn the signs that correspond to the printed words.

Seasame Street Sign Language ABC with Linda Bove. New York, U.S.A: Random House.

Look for References and Non-fiction children's books on Hearing and Deafness form local libraries.

Addresses for useful resources:

Alexander Graham Bell Association for the Deaf, inc.
3417 Volta Place, NW
Washington, DC 20007
Voice/TDD:(202) 337-5220
Fax: (202) 337-8314

Gallaudet University Bookstore Catalog
800 Florida Avenue, NE
Washington, DC 20002-3695
Voice/TDD:(202) 651-5000

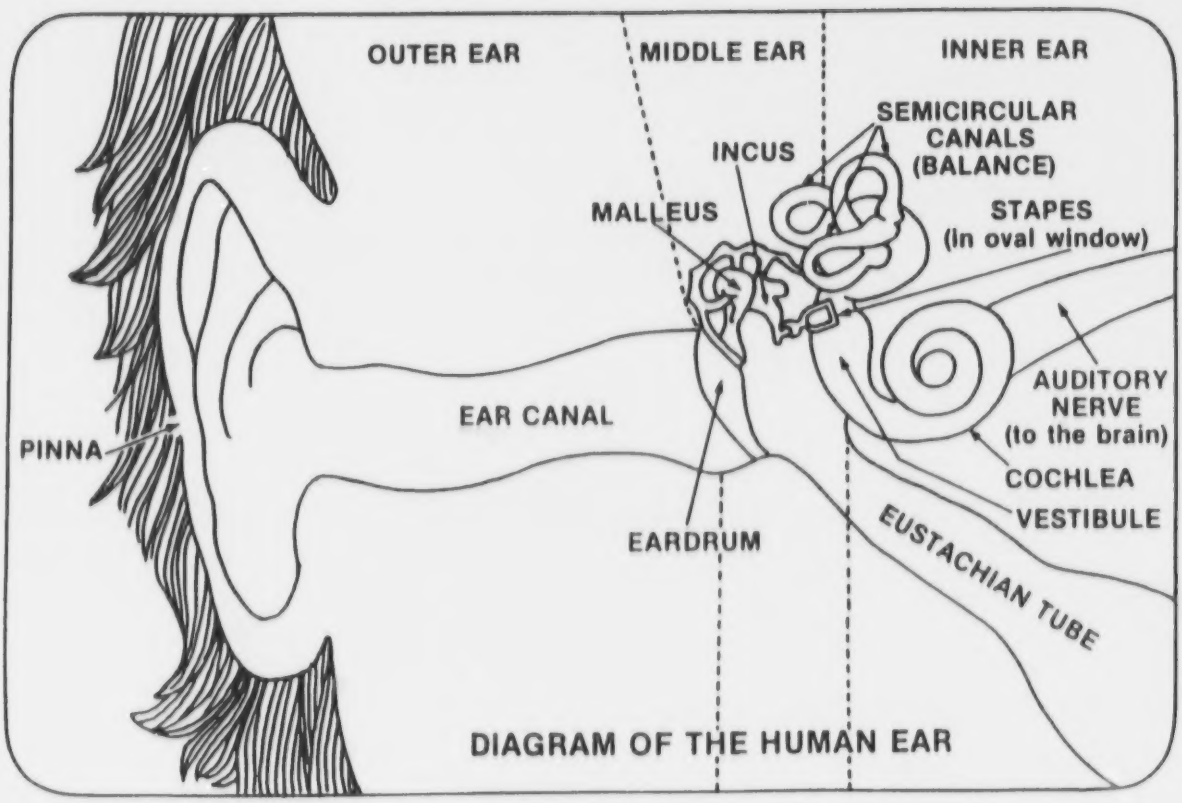
National Association of the Deaf (Publications Dept)
814 Thayer Avenue
Silver Spring, MD 20910
Voice:(301) 587-1788
TDD:(301) 587-1789
Fax:(301) 587-1791

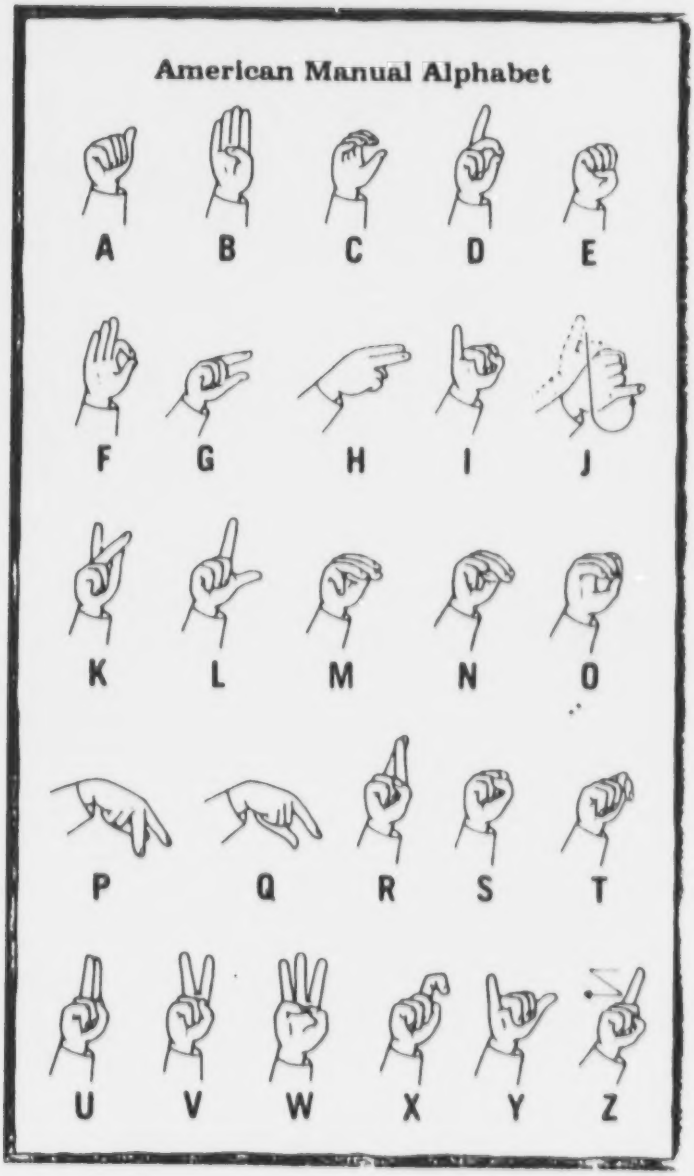
National Information Center on Deafness (Catalog Available)
Gallaudet University
800 Florida University, NE
Washington, DC 20002-3695
Voice:(202) 651-5051
TDD:(202) 651 5052
Fax:(202) 651-5054

Self Help for Hard of Hearing People, Inc.
7910 Woodmont Avenue, Suite 1200
Bethesda, MD 20814
Voice:(301) 657-2248
TDD:(301) 657-2249
Fax:(301 913-9413

Tape approximating the sound of hearing impaired person's experience is available at:

Clarke School for the Deaf
Round Hill Road
Northampton, MA 01060
Voice:(413) 584-3450


OUTER EAR
MIDDLE EAR
INNER EAR
SEMICIRCULAR CANALS (BALANCE)
INCUS
MALLEUS
STAPES (In oval window)
AUDITORY NERVE (to the brain)
EAR CANAL
PINNA
COCHLEA
VESTIBULE
EARDRUM
EUSTACHIAN TUBE
DIAGRAM OF THE HUMAN EAR


American Manual Alphabet
A
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Z

LIPREADING SENTENCES

What day is it today?

How old are you?

How many brothers and sisters do you have?

My brother is twelve years old.

The post office is on the left.

We can play football after school.

Did you see the squirrel in that tree?

I will go to the library on Saturday.

I like to swim.

I cannot find my packed lunch.

I am hungry.

I love chocolate ice-cream. What flavour do you like?

Situation 1

Mrs Kovak, an elderly woman who wears a hearing aid, stops David on the street and asks for directions to a shop. David knows the shop well. He tells Mrs Kovak to keep walking until she gets to a traffic light. Then she should turn right, and she will see the shop next to "Boots".
When he tells her this, she says, "I'm sorry, but I did not hear that."

How many different things can David do to help her understand his directions?

Situation 2

Jane, who has a hearing problem has moved from a school for the deaf to a regular school. Jane has made friends with a girl called Belinda, who sits at a desk next to her.

One day, the teacher Mr Smith, gives the class English homework and he does not write the instructions on the blackboard. Jane cannot understand what has to be done and she feels frustrated.

What can Jane, Belinda and Mr Smith do in this situation?

Situation 3

Sarah is standing with her father in the Take-Away line of an ice-cream place. She is waiting to get a cone. She notices a boy her age, Simon wearing hearing aids in both ears. He is standing at the nearby counter.

The waitress comes along and says to him, "Can I help you?" He says he wants a chocolate ice-cream. The waitress tells him to go to the Take-Away line, and she hurries off. Simon keeps standing in the same place, so Sarah guesses that he did not hear the waitress.

What can Sarah do about this?

Situation 4

Matthew is standing with his older sister on crowded bus. He notices that the boy next to him is wearing a hearing aid.

The bus driver comes to the bus stop where some people are waiting to get on. The driver shouts, "Move to the back of the bus, please!"

The boy with the hearing aid, Stephen does not move. A man behind him says crossly, " Hey, hurry up and move to the back, will you?"

Stephen still does not move.

What can Matthew do about this?

WHAT WE NEED FOR GOOD COMMUNICATION

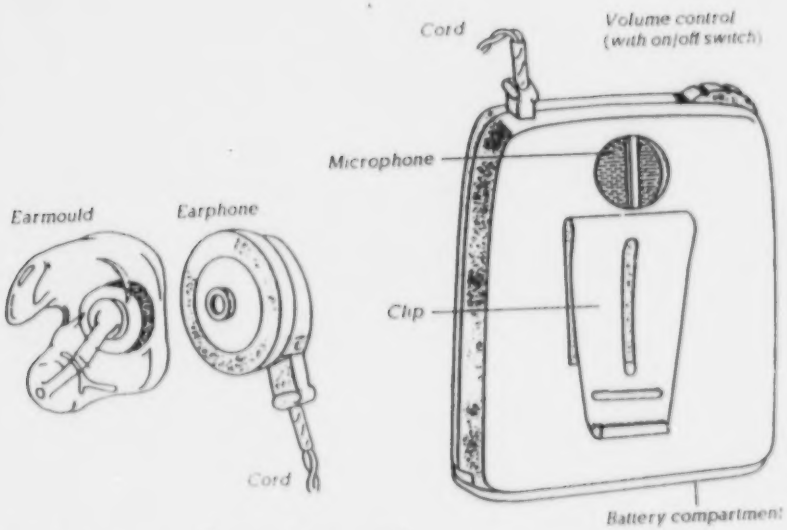
DO

- Be brief.
- Keep still.
- Have good light on your face.
- Have eye contact.
- Speak one at a time.
- Place yourself at an easy distance.
- Stick to one point at a time.
- Ask if you are communicating O.K.
- Be ready to take your time.
- Use writing if stuck.
- Make your point clear.
- Speak clearly.
- Persevere.

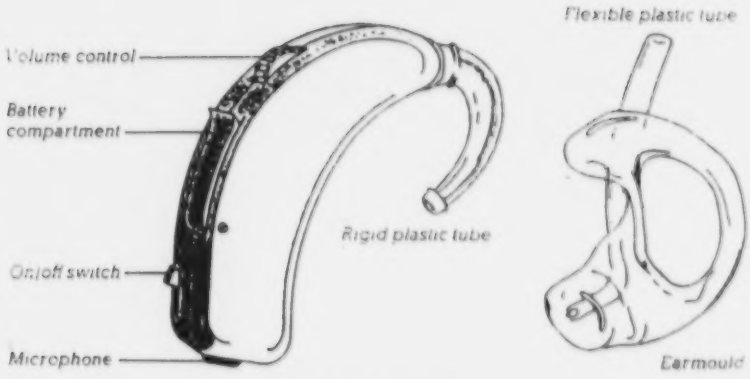
DON'T

- Shout.
- Place yourself too far away.
- Smoke
- Mutter.
- Rattle on and on.
- Eat while talking.
- Be in a hurry.
- Obscure your mouth.
- Look down or away.
- Lean too close.
- Be embarrassed.
- Talk too fast.
- Change the subject without warning.
- Give up.

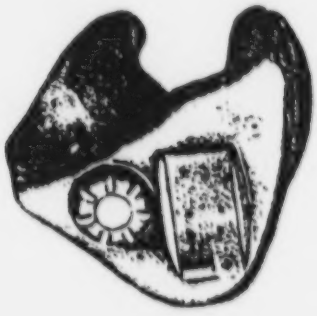
HEARING AIDS



* Body-worn hearing aid



* Behind-the-ear hearing aid



* In the-ear hearing aid